

PSYC 7810E: CO-ARISING AND DISTINCTION
Fall 2018

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Office Hours: Mondays, 11am – 1 pm
Class Meetings: THR, 11:00 AM – 12:40 PM, Melson 207

COURSE DESCRIPTION

This course takes up the notion of co-arising as a core subject topic of our previous course “Theorizing Human Beingness — Measuring Human Complexity” (fall 2017), this time articulating it with the question of making distinctions: “drawing a distinction” is a movement that relates and separates, and that occurs through time: Having made a perfect distinction, there is no simple return to the previous situation. We take co-arising and the process of making a distinction as founding movements in human beingness, leading to the form of self and of consciousness we have.

The class “Measuring Human Complexity” is not a prerequisite to this course; neither is the course “**Transitions**” necessarily to be taken in parallel —although strong echoes between these two fall classes are expected to occur.

Again, we will combine our respective areas of research and interest in order to deepen questions of form and content, of relation and distinction, and of self and other. There are well known formal difficulties when we are operating with terms like distinction, self or consciousness; one main problem is that these terms get caught in self-references. Further, they have common origins in different sciences like physics, logic and informatics, cybernetics, biology and psychology so that setting up a unifying theory using their specialized (possibly complementary) concepts may result in paradoxes. Are there any transitions that could bring together different scientific voices and unify their contents? Is a unified theory of the involved mental, social and cultural processes possible at all?

We will explore these questions by using different perspectives and methods starting with George Spencer Brown’s famous “definition” in *Laws of Form*: “Distinction is perfect continence”. Spencer Brown remarks that there “can be no distinction without a motive, and there can be no motive unless contents are seen to differ in value”, but “once a distinction is drawn, the spaces, states or contents on each side of the boundary, being distinct, can be indicated”. (George Spencer-Brown, 1972, p.1)

Theorizing complex terms seems to be a never ending — often asymmetric, though self-balancing — process, a recurrent usage of concepts with common origins but often with a completely different focus. However, in theory and praxis there are known formal, social and cultural solutions to limit and stabilize such infinities and irregularities. Indeed, opponents as stability and irregularity or finiteness and infinity

cooperate and need each other. By drawing some distinctions ourselves, we will understand simple but effective forms and formalisms of extension and simplification; operations used e.g., for replication in biology, to condense or cancel, to confirm or compensate. We will see that the call to “draw a distinction” with respect to the “co-arising” of this movement itself has strong relationships to our construals of self and other we apply as social beings day in, day out, to master successfully all the irritations and perturbations in our and others’ minds, cultures, communities and societies.

ASSIGNMENTS, REQUIREMENTS

All the texts that we will read and talk about in class will be supplied as PDF on Course Den in a separate library. Regarding attendance, we expect that you will be attending classes regularly, as well as participating actively. Coming in time is a mark of respect for the whole class. The following specific assignments will be given:

- **All sessions:** active reading in preparation and discussing in class;
- **Presentation** about one of the topics discussed in class from your specific viewpoint (which can be e.g., your dissertation project; your core questioning in psychology; the theoretical framework on which you base your psychological work).
We are happy to guide you with the formulation of this topic as well as with its articulation. We intend to use the Fall Break as a possibility to draft your topic to which you will get a feedback. Students will present their topic in 10 minute talks + 5 minutes discussion on **December 13**. The format is similar to an academic conference presentation. Grading rubric given below. **Please submit your presentation (ppt or handout) to Course Den by December 12.**
- **Final paper about the research:** The final paper is the research report presented as an academic paper.
The final paper is due by December 14. Students submit their paper via Course Den.

Grading rubric for the Presentation:

- 1) Being on time (10 minutes) – 25 pts
- 2) Speaking in a clear language – 25pts
- 3) Presenting results in a synthetic way (not a list) that helps to grasp the relevant aspects – 25 pts
- 4) Offering one question to the discussion – 25 pts

Grading Rubric for the Final Paper:

1. **Submit by due date** [40 pts]
2. **Respect formal aspects:** [60 pts]
 - a) Word document, 12 pt., 1,5 line spacing, page numbering

- b) length of paper: 5 pages without references
- c) Cover sheet with due information: name of course, your name and student number, name of teacher, task and title of your paper, date. This cover sheet is not counted in the 5 pages
- d) Correct spelling and phrasing (“written style”)
- e) Correct quotation (APA style)
- f) Correct referencing (APA style)

3. Use of the following structure for the paper [100 pts]

- 1) Introduction
- 2) Middle part with appropriate sections (give number and title to each one)
- 3) Conclusion
- 4) References, APA style

- **Overall grading is composed of course participation (= reading preparation + attendance), presentation, and final paper**

Overall Grading Scheme:	<i>(possible 400 points)</i>	Grading Scale:
Final Paper	200	A = (360-400 pts
Presentation	100	B = (320-360(pts
Course Participation	100	C = (280-320(pts
		D = (240-280(pts
		F = <240 pts

SCHEDULE OF CLASSES

Session 1 Thursday, August 16

Introduction – Organization (Bertau/Winderl)
 Expanded Synthesis of fall 2017 class and outlook to present class (see handout Winderl, 2018)

Session 2 Thursday, 08/23

Fundamentals: Considering the issue of discrete – continuum (see handout Winderl, 2017)
 Formal crisis and George Spencer Brown’s “make a distinction!” please read quote GSB 1972, 1 in Course Description and in handout Bertau/Winderl 2017 “Aim of Understanding”, p. 1, 2nd to 4th paragraph.

Session 3 Thursday, 08/30

Pragmatism and praxis: Understanding core notions.

Session 4 Thursday, 09/06

-- continued and critique of Practice Turn (Schatzki, 2000)

Session 5 Thursday, 09/13

“Crises” today through Information Technology (IT) and Artificial Intelligence (AI); Turkle (2011)

Session 6 Thursday, 09/20

-- continued, group work towards an understanding of what happens now, grasping the crises

Session 7 Thursday, 09/27

Alfred Schütz: *The Stranger* (1944)

Fall Break – Draft of final presentation, include “crises”

Session 8 Thursday, 10/11

Grounded Triad (Bertau 2017-18) – praxis versus simply practices as procedures

Session 9 Thursday, 10/18

Co-arising and distinctions form a developmental viewpoint: De-velopment and en-velopment; voice as paradigm (Bertau)

Session 10 Thursday, 10/25

Psychic envelope 1: Esther Bick – information to the person and the scholar; Bick (1986); Sparer (2018) to Anzieu’s Skin-Ego and some notes on the voice as sound envelope

Session 11 Thursday, 11/01

Psychic envelope 2: Political distinctions, politics of the social-public

Manning (2009): Beyond Bick to the permeable envelope

Howes (2018): Skin cross-cultural

Can we go even further into politics of the social-public?

Session 12 Thursday, 11/08

Pseudo-AI crisis and Manifesto (Winderl, 2018)

Session 13 Thursday, 11/15

-- continued and building up the holistic form (tetrahedron) against “pseudo-praxis”

Ono-Kihara (2011) *Lost connectedness* – a Japanese diagnosis. See also Hoffman (2016)



Thanksgiving 11/22 -- Prepare final presentation

Session 14 Thursday, 11/29

Challenges – How do we act as psychologists, scientists, as community;
ethics of sciences, against “pseudo-pragmatism”

Session 15 Thursday, 12/06

-- continued and synthesis

Session 16 Thursday, 12/13 FINAL PRESENTATIONS (2)

Fall classes end December 7

FINAL PAPER DUE BY DECEMBER 14

REFERENCES

- Bertau, M.-C. (2017-18). *Grounded Triad*. Unpublished work in process presented as slides.
- Bick, E. (1986). Further considerations on the function of the skin in early object relations. Findings from infant observation integrated into child and adult analysis. *British Journal of Psychotherapy*, 2(4), 292-299.
- Hoffman, M. (2016). *From sexual liberation to liberation from sex*. The Japan Times, January 16, 2016.
- Howes (2018). The skinspace: Reflections on the dermatological turn. *Body & Society*, XX(X), 1-15. DOI: 10.1177/1357034X18766285
- Manning, E. (2009). What if it didn't all begin and end with containment? Toward a leaky sense of self. *Body & Society*, 15(3), 33–45. DOI: 10.1177/1357034X09337785
- Ono-Kihara, M. (2011). Lost connectedness. In M. Ono-Kihara, *Sexual behavior of teenager and contemporary Japan: The WYSH Project* (pp. 57-61). Tokyo: Sanko Publisher.

- Schatzki, Th. (2000). Introduction. Practice theory. In C. K. Knorr, T. R. Schatzki, & E. von Savigny (Eds.), *The practice turn in contemporary theory* (pp. 10-23). London, New York: Routledge.
- Schutz, A. (1944). The stranger. An essay in social psychology. *The American Journal of Sociology*, 49(6) 499-507.
- Sparer, E. A. (2018). The Skin-Ego, by Didier Anzieu. *The International Journal of Psychoanalysis*, 99(2), 542-546. DOI: 10.1080/00207578.2017.1399076
- Spencer Brown, G. (1971). *Laws of form* (2nd edition). London: Allen and Unwin.
- Turkle, S. (2011). *Alone together. Why we expect more from technology and less from each other*. New York: Basic Books.
- Winderl, A. (2017/18) *Aim of Understanding (class fall 2017); Going on the abysmal automated universal path, we will get discret(ized) socialised to death (2018); Synthesis of Theorizing Human Beingness - Rewritten and Expanded as Introduction to Co-Arising and Distinctions (class fall 2018)*.

Grounding this common work is:

Bertau/Winderl (2017). Theorizing Human Beingness. Measuring Human Complexity. PSYC 8584-01 Bertau. (Course for Master and PhD-students, Department of Psychology, University of West Georgia). Syllabus.

COURSE POLICIES

Accessibility. Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. To make an appointment, please contact Counseling & Career Services in 123 Row Hall, or call 678-839-6428. For additional information, visit the following website: http://www.westga.edu/counseling/index_8884.php. Any student in this course who has a disability that prevents the fullest expression of abilities should also contact me as soon as possible to discuss appropriate accommodations.

Civility. We should work together to create a classroom atmosphere conducive to learning. While we may sometimes disagree with each other on topics discussed in class, it is important that we remember that appreciating diversity in perspectives is an important part of the learning process. With that said, all opinions are welcome. However, disagreements should be directed at an argument and not the person. It is expected that everyone will be treated with respect. **If you ever feel that you are not being treated with respect in the classroom, please let me know.**

Cell phones and other noisy things. Cell phones, pagers, iPods, headphones, etc. are not to be in use while in class or during exam days. Please refrain from texting, instant messaging, gaming, and emailing while in class. It is distracting to the instructor as well as to those around you. If you require an exception to this rule, come and talk to me about your situation asap. If any of these issues becomes a problem, you will be excused from the class.

Academic and Personal Integrity: As outlined by the University of West Georgia Honor Code, “West Georgia students pledge to refrain from engaging in acts that do not maintain academic

and personal integrity.” Violations of this policy will be met with sanctions and ignorance of its provisions is not an acceptable excuse. Make sure to read the university policy on plagiarism and academic dishonesty in your student handbook. Plagiarism involves the use of others’ words and/or ideas without giving them proper credit, which includes passing another person’s paper off as your own and failing to cite a source. If you copy a student’s paper or copy a paper off the internet, you will get caught. Plagiarism software can detect copied papers and copied text. You are responsible for knowing how to properly cite sources with APA formatting.

Communication Policy. As the instructor, I will endeavor to reply to all messages that conform to conventional standards of polite, respectful correspondence within 48 hours. I will reply to other (i.e., less than polite) messages as circumstances permit. Please note that I reserve the right (and have the responsibility) to purge offensive or excessively aggressive posts to Course Den. Although it should go without saying, please refrain from attacking, harassing, or threatening either fellow students or instructors via the Course Site (or any other means, for that matter).

Intellectual Property Rights. Course materials prepared by the instructor, together with the content of all lectures and notes presented by the instructor are the property of the instructor. Unless explicit permission is obtained from the instructor, course materials may not be modified and **must not be transferred or transmitted to any other person**, whether or not that individual is enrolled in the course.

Note: The syllabus contains a lot of essential information about the course so please make sure to read it carefully and revisit it regularly during the semester. In addition, all students must review the following information about university policies:

https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

Students should also review the following information:

https://www.westga.edu/academics/assets/docs/Common_Language_for_Course_Syllabi.pdf